

Application Summary Sheet

Form A

ARIZONA COMMISSION ON THE ARTS

Applicant: **Voices: Community Stories Past and Present, Inc**
Project Dir. Sherrie Wagoner
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Application Number: 198-05
Category: **AFTER SCHOOL**

Project Title: World War II Intergenerational Project

Discipline: 10
Project Discipline: 10
Activity Type: 04
Legislative Dist: 027
Congressional Dist: 007

Address: P. O. Box 2088 , Tucson, AZ 85702
County: Pima

Authorizing Official: Regina Kelly

Applied Last Year: ☐ Yes

REQUEST

Total ACA Grant Requested: \$2,000

Grant Amount Recommended: \$2,000

Artist(s): Magdelano, Rita

ACA Grant Honorarium: \$2,000

ACA Grant Travel/PD: \$0

Previous Years Funded: ☒ FY2004
☒ FY2003
☒ FY2002

Rank: H

Other applications from this organization: 271-05 GOS II

Supplemental Materials: ☐ Slides ☐ CDs/Tapes ☐ Season Brochure ☒ Other: samples of students writing, letter of support
☐ Photos ☐ Video ☐ News Clippings

Panel Comments:

Voices: Community Stories Past and Present, Inc, 198-05, World War II Intergenerational Project

STRENGTHS:

- F - Intergenerational involvement of participants.
- J - Well written, fun to read narrative.
- J - Project has an identifiable, positive history and track record.
- J - A first class proposal- thoughtful, and well designed.
- J - The artistic and emotional strength of the project is fully evidenced. The design and implementation of the project is significant.

WEAKNESSES:

None noted

Voices: Community Stories Past & Present, Inc. / World War II Intergenerational Project

Applicant Name: Voices: Community Stories Past & Present, Inc.
Contact Person: Sherrie Wagoner **Phone:** 520-622-7458
Project Title: World War II Intergenerational Project
Begin Date for grant: August 1, 2004
End Date for grant: May 30, 2005

1. Artistic quality of the project design

Project description: In this project, 6th, 7th, and 8th grade students at Sierra Middle School are trained to document the stories of World War II Tucsonans. Mentoring relationships are established between the students and the adult staff as they work on documentary training weekly throughout the program year. Over the past three years Voices, Inc. and the Sierra students have collected 36 in-depth oral histories and numerous historic photographs from Tucsonans who experienced World War II.

Our primary goals for the project are to

- Improve youth skills in the areas of research, visual literacy, interviewing, and writing
- Improve leadership and socialization skills between youth and elders in Tucson
- Publish the collection of World War II interviews, photographs, and student writings

Project support of organization's vision: Voices Inc.'s mission is to document Tucson's community stories and to inspire individuals to explore themselves and their connection to place. Participants train in the documentary arts through collaborative mentoring relationships. We produce professional work that celebrates diverse perspectives. The World War II Intergenerational Project is a direct implementation of Voices, Inc.'s mission.

Artistic resource selection: Sierra Middle School was selected as a partner in this project in 2001 because of Voices, Inc.'s commitment to serve low-income youth and the Sierra administration's enthusiasm and resource support.

Project activities: Students examine World War II-related primary source documents in the classroom, including letters, historic photographs, transcripts and excerpts of oral histories, and newspaper clippings. Once students are prepared, they conduct oral history interviews with Tucson elders who experienced World War II. The students write passionate, meaningful pieces in response to their interviews with the elders. FY04-05 curriculum will engage students in the following activities: working with elders to document 80 new World War II-related stories and photos; working with elders to write photo captions; writing research-based sidebars and narrative pieces for book; conducting additional interviews with elders; and preparing and rehearsing performance pieces for the book release event (scheduled for May 2005 to coincide with the 60th Anniversary of Victory in Europe Day).

Impacting arts learning: The success of the World War II Intergenerational Project thus far prompted Sierra Middle School not only to invite us to continue this project next year, but to help create a Documentary Arts elective course. During the 2004-05 school year, we will coordinate efforts in this course and expand Sierra relationships to include the dance, music, and video production students, doubling the number of students reached in one year with this project to 120. Plans for FY05-06 include reaching out to educators at other Tucson schools to share our best practices on how to offer opportunities for elders to share their wisdom and stories with school children.

2. Demonstration of student and teacher understanding as a result of the project.

Voices: Community Stories Past & Present, Inc. / World War II Intergenerational Project

Students are connecting their learning of Arizona's past with the human present. For the youth involved in the World War II Intergenerational Project, the history of World War II is no longer a series of dates and battles memorized for an exam—it is about the paratrooper they met who was captured by German soldiers, about one of the few women who was trained to fly the B-17 bomber, and about the man who survived three naval ships sinking. The students are learning first-hand experience in creating the content of community literature.

Students involved: Our primary population is low-income students at Sierra Middle School in Sunnyside Unified School District. We also serve a population of elder World War II Tucsonans who contribute their stories and photographs during the interview process. Income statistics on students are confidential and not made available by the school; however, economically, the school has a 62% participation rate in their free/reduced price lunch program. Ethnicity of the students involved in the project reflects that of the general population of the school:

African-American	3%	Hispanic	83%
Native American	3%	White	11%

What teachers will learn: The teachers are learning how to incorporate documentary arts into their curriculum, and how to engage students in primary research that connects them to their community.

Addressing the Arizona Department of Education's Arts Standards: Educators are eager for project-based curriculum, particularly those that allow the students to form meaningful connections to their communities. Oral history curriculum engages youth in primary source research, builds critical thinking and social skills as they prepare for and conduct interviews, and develops strong oral language, key components of Arizona's State Educational Standards. Specifically, the World War II Intergenerational Book Project addresses the Arts Standards in the following areas:



- Cultivating the whole child by building multiple literacies, through analytical reading exercises, photo analysis, poetry, personal narrative writing, and oral language development
- b. Teaching the analyzation of nonverbal communication, particularly as it relates to body language and respect during the interview process
- c. Enhancing understanding of themselves and others, by introducing them to elders who lived during the war and asking them to write about their feelings based on the stories they hear
- d. Promoting the process of thinking, creating, and evaluating, by encouraging process reflection, imagination, and peer and self-evaluation
- e. Reinforcing the joy of learning and self-esteem, by connecting them to humans involved in history, and exposing them to elders who respect them and express hope for their future
- f. Learning the importance of teamwork and cooperation, particularly as it relates to the team's interdependence during the interviews
- g. Bringing their own contributions to the nation's storehouse of culture, through publication of their work in the World War II Intergenerational book
- h. Carrying our individual and collective images and ideas from one generation to another, by sharing stories across generations in the interviews and the publication of the book

Administrative support of teachers: The administration at Sierra Middle School supports the teacher's plan to implement a Documentary Arts elective course in conjunction with the Language Arts program, and has encouraged Voices, Inc. to continue its work with youth at the school.

3. *Articulation of what will serve as evidence of participants' understanding*

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The number of World War II-related stories, photos, and student writings published in the World War II Intergenerational book will serve as evidence of participants' understanding.

4. Demonstrate evidence of building community support for this arts education project.

Collaborative partners: **1) City High School:** In 2003, Voices, Inc. and City High School formed a collaborative partnership to share office space in downtown Tucson, reducing administrative costs while giving Voices, Inc. the opportunity and space to expand projects and introduce community workshops. **2) The Arizona Daily Star:** In January 2004, Voices, Inc. signed a content-provider contract with The Arizona Daily Star. Through this partnership, we will publish World War II interview excerpts increasing exposure for the project to 110,000 Arizonans (Star circulation).

Proposed community involvement: The World War II Intergenerational Project will be expanded in the next program year to include public outreach for additional World War II-related stories and photos (publicity through The Arizona Daily Star partnership), memoir-writing workshops for elders (proposed through a United Way "Serving Seniors" grant), and a blending of documentary and performing arts students to prepare stories (based on the collection of interviews and student writings) for the stage.

Evidence of community support: Three years of project outcomes show that the documentary process improves students' ability to interact with people who are older and from different backgrounds, their belief that they are valued by their community, and their willingness to serve their community. At a reception in spring 2003 honoring participants, students read passionate responses they'd written for the interviewees. Several youth were then invited to attend the dedication of the Battle of the Bulge Memorial held in May 2003 in downtown Tucson, and one youth was invited to read there. Her story was later published in the national newsletter issued by Battle of the Bulge veterans.

Learning from evaluation: Pre-program and post-program tests are administered to assess students' skills in the areas of documentary research, visual analysis and interpretation, interviewing skills, and writing. A Developmental Assets Survey focuses questions on students behaviors and attitudes related to their involvement in the community, and whether participation in the Voices Inc. project altered their viewpoints. These tools offer insight into academic and emotional growth of the youth in the program.

5. Learning from previous projects and demonstration organization's ability to carry out the project.

Influence of previous projects: Voices, Inc. has a proven track record in publishing collections of community-based stories. The World War II book will be modeled after "Snapped on the Street" (a local best-seller), and "Don't Look At Me Different/No Me Veas Diferente," a bilingual oral history collection from residents of the Connie Chambers housing project (which has since been destroyed). Stephen Farley has committed to designing the World War II book.

Artist selection: We selected Rita Magdelano* to continue with this artist residency because of her commitment to the project, her background in oral history and poetry, and her success in drawing passionate, honest writing from the students through various exercises and encouragement. Ms. Magdelano has made significant contributions to the project curriculum over the past three years, and has been instrumental in locating and securing elders for the students to interview.

6. Appropriateness of the budget to the project

The budget is significantly higher for FY04-05 due to the design and publication of the World War II book, the introduction of memoir-writing workshops for elders, the expansion of the project to include performing arts students, and the book release event planned for May 2005.

Arts Education Project Budget

Outline below the budget for the specific project described in this application. Itemize expenses in each category. Refer to the Glossary for explanation of terms. Please round numbers to the nearest dollar. (This form automatically calculates totals; the "0"s will change to totals once you've entered your figures. Tab through entire form to get accurate totals.)

Complete this section before completing the budget below.

Itemize each applicable portion of the total artist/company expenses:

Workshop Fees (\$40/hour)	\$	4,200
Lecture/Demo Fees (see <i>Residency Roster</i> for <i>Roster</i> artist fees)	\$	
Performance Fees (see <i>Residency Roster</i> for <i>Roster</i> artist fees)	\$	
Travel/Per Diem (see chart on previous page)	\$	
TOTAL ARTIST FEES/EXPENSES:	\$	4,200

CASH EXPENSES

Expenses (cash only)

Guest Artists (Itemize names & fees, identify # weeks for project)	\$	4,200
Rita Magdelano (16 weeks)		
2. Consultants (Itemize names & fees)	\$	28,410
Book Design, Editor		
Workshop Director		
Performing Arts Director		
Travel/Per Diem	\$	700
Travel/Training		
Other (Itemize)	\$	92,002
Salaried Personnel		
Book Printing		
Occupancy, Supplies		
Event/Book Promotion		
Total Cash Expenses	\$	125,312
(Total Items 1 thru 4)		

CASH INCOME (Revenue + Support)

Revenue (earned income - cash only)

6. Earned Revenue (Ticket sales, admissions)	\$	3,474
Support (contributed income)		
7. Corporate	\$	0
8. Foundation	\$	40,813
9. Other Private Contributions (PTO, PTA)	\$	10,000
10. Government Support		
a) Federal (Title Funds)	\$	30,600
b) Regional	\$	
c) State (Funds from other State sources allocated by district or school to this project, not including this ACA grant request)	\$	
d) County	\$	
e) City	\$	33,425
f) Phoenix Arts Commission	\$	
g) Tucson/Pima Arts Council	\$	5,000
h) Other	\$	
Total Government Support	\$	69,025
11. Cash Income Without Grant	\$	123,312
(Total items 6 thru 10)		
12. Total Grant Amount Requested	\$	2,000
13. Total Cash Income	\$	125,312
(Total Items 6 thru 12)		

NOTE: CASH EXPENSES MUST EQUAL CASH INCOME